

	Middle Years Programme	Form F3.1
	Moderation coversheet: Subjects	

Please complete a copy of this form for **each** folder of work submitted for moderation.

Please ensure that the material being submitted for moderation conforms to the requirements set out in the relevant subject group guide. All the criteria **must be applied twice** within the folder accompanying this form, unless stated otherwise in the subject guide.

School name: Victoria Shanghai Academy School code: 2634
Extended
 Student's name/number: Jessi Lui Subject: Mathematics

The student's work is (please mark box):

☒ comparatively good ☐ average ☐ comparatively weak

Nature and title of assessment task		Criteria					
		A	B	C	D	E	F
1. <i>Investigation - The Bench</i>	Teacher	8			5		
	Moderator						
2. <i>Timed investigation - Patterns in Probability</i>	Teacher		7	5			
	Moderator						
3. <i>Timed investigation - A Special Matrix</i>	Teacher		8		6		
	Moderator						
4. <i>Broad-based Test - Test</i>	Teacher	7		6			
	Moderator						

Please use the reverse of this form or separate sheets to identify the conditions under which each piece of work was done (project, classroom test, end-of-term examination, and so on), the amount of support provided, any special circumstances, and general/specific information on the student. Provide any information that may assist the moderators in determining how the criteria were applied.

Name of teacher: Echo Li
 Signature of teacher: _____ Date: March 20, 2012
 Names of teachers involved in internal standardization for this subject:
Frank Davis, Daniel Slosberg, Echo Li

Task & Criterion	Grade	General Remarks	Why this grade
Bench A	8	Jessi successfully designed a bench with all the required criteria. She showed different equations and their graphs. She provided all the appropriate information about her design specifications. She communicated effectively in her work. All graphs are clearly labeled and all diagrams and charts are explained. However, she could have done a bit better in footnoting and bibliography. In the last part of her report, she reflected on some associated real-life issues and evaluated her design against the specifications she listed at the beginning.	Jessi achieved level 8 in Criterion A because she demonstrated a sufficient understanding of the topic by writing impressive equations, describing all curves used; she also showed that she consistently made appropriate deductions when solving challenging problems (pages 2 – 9).
Bench D	5		Jessi achieved level 5 in Criterion D. She could critically explain if her results made sense in the context of problem and could provide a detailed explanation of the importance of her findings in connection to real life (on the page of “Evaluation and Reflection”). She also justified her degree of accuracy by finding the percentage error though there are some careless mistakes (on the page typing the word “Specifications” with bigger font size). Furthermore, she could suggest improvements on her design and reflected on what she had learned in this assessment task, like gaining knowledge in Trigonometry, Functions etc (in the paragraph of “Mathematical methods used”).
Prob B	7	Jessi was able to answer almost all questions successfully; she used Question 6 and 7 as a check on her findings and was able to write a proof of her answer to Question 6.	Jessi achieved level 7 in Criterion B because she could correctly select and apply techniques to recognize the pattern - there are 2 different situations (odd / even number of points) if “I” want to win the game. She could also describe the patterns using general rules (Q6). Furthermore, she could prove that her rule works (Q8).
Prob C	5		Jessi achieved level 5 in Criterion C. All necessary steps are shown. It shows her good use of mathematical language. Moreover, all arguments are clear, concise and logical. It is easy to understand the conclusions being drawn. It shows that she moves effectively between different forms of representation. However, some mathematical notations are poorly used in her work (Q2-4, 7).

Task & Criterion	Grade	General Remarks	Why this grade
Matrix B	8	Jessi was able to answer all questions successfully though there are some minor mistakes in Part 2 (b), (c), (e) and her graph. Overall, she could describe relationships mathematically and could prove mathematically all the rules in the task	Jessi achieved level 8 in Criterion B. She was able to describe the relationships between the matrices and connect them correctly. Furthermore, she utilized mathematical techniques to prove that the rule works, showing that she could select and apply problem-solving techniques learnt in Mathematics (Part 1: j and n). Also, her analysis is deep and consistent
Matrix D	6		Jessi achieved level 6 in Criterion D. She could recognize and explain the application seen in the task. She could also explain if the result made sense in the context of problem (Part 2: f). Finally, Jessie used at least 2 ways to work out the solution of the matrix given with appropriate reasoning (Part 2: g).
Test A	7	Jessie should know how to do 1a, 1b, and 1c but she apparently didn't pay attention to the instruction of the questions. 3a, 3b are right but correct notation is needed. 4 is right with working. 6a and 6b are correct while 6c appears to have very careless calculating mistake. 7 – 10a are right. 10b is wrong and 10c shows careless calculating mistake again! Part of 11 is correct and it is actually not easy to follow her work due to the messy working.	Jessi achieved level 7 in Criterion A because she was successful with most of the questions in Part A, B and C. It shows that she can make appropriate deductions when solving challenging problems. Her main errors were in Part D, that's why she couldn't reach a level 8 - because she could only give correct answers to the simplest parts of the unfamiliar problems.
Test C	6		Jessi achieved level 6 in Criterion C because she always included full steps in her work. It is quite concise, complete and mathematically correct. Furthermore, she could also show good use of mathematical language to present her calculations and ideas which shows that she moved effectively between different forms of representation.